

FLORESVILLE ISD IMPROVEMENT PLAN



2007-2008

908 TENTH STREET
FLORESVILLE, TEXAS 78114

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Floresville ISD

MISSION STATEMENT

The mission of the Floresville Independent School District is to develop academic leaders and citizens with character in preparation for the opportunities and challenges of tomorrow.

School Board of Trustees

*John Raabe-President
Neysa Choate-Secretary
Larry Angle-Member
Doug Shoemaker- Member*

*Tom Ray-Vice President
Rachel Pena-Treasurer
Ryan Bippert-Member*

Board Goals:

- ❖ *Ensure educational excellence*
 - *Exemplary district accountability rating*
 - *Increase SAT/ACT scores*
 - *Increase number of students taking part in dual-credit courses*
 - *Decrease the number of students requiring remedial higher education courses*
- ❖ *Ensure bond projects are completed as planned and promised*
- ❖ *Ensure educator excellence*
 - *Competitive salaries at all levels*
 - *Attract and retain a highly respected, quality staff*
 - *Enhance employee focus on district priorities*

No Child Left Behind (NCLB) Goals (Public Law 107-110)

Floresville ISD qualifies for funding from the No Child Left Behind (NCLB) Act due to the number of students in the district who are considered to be low income as determined by their eligibility for free and reduced lunch. As a recipient of NCLB funds the district is obligated to strive to achieve the goals in the NCLB Act as listed below.

- Goal 1:** By 2013-2014, all students will reach high standards, at minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5:** All students will graduate from high school.

Floresville ISD Needs Assessments

Needs assessments in the Floresville ISD consist of information from discussions with the District Educational Improvement Committee (DEIC), teachers, and staff and analysis of data from the following sources:

- *Texas Assessment of Knowledge and Skills (TAKS) data in all grades 3-11 for all subjects and all populations*
- *Standardized test data/TPRI (Grades K-2)*
- *Academic Excellence Indicator System (AEIS) Report*
- *Adequate Yearly Progress (AYP) Report*

2007-2008 FLORESVILLE ISD

DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC)

High School: Sherri Bays Principal (Non-Teaching Professional) Greg McWilliams Teacher Marybeth Parker Teacher RheaNell Rogers Teacher Amy Hayden Nurse (Non-Teaching Professional)	Middle School: Jacquelyn Baker Principal (Non-Teaching Professional) Marilyn Ebrom Teacher Steve Williamson Teacher Dianna Buchanan Teacher Mary Grace Klespies Librarian (Non-Teaching Professional)
Elementary: Jean Evelyn Hughes Principal (Non-Teaching Professional) Sara Garcia Teacher Liz Farrell Teacher Jennifer Pelech Teacher Mary Ann Ezzell Teacher Kristen Wiatrek Teacher Kendra Burks Teacher	Primary: Benny Villanueva Principal (Non-Teaching Professional) Beth Price Teacher Lisa Orth Teacher Mary J. Moczygemba Specialty Teacher
Early Childhood: Hazel Ramirez Principal (Non-Teaching Professional) Stephanie Gilchrist Teacher Cathy Toepfich Teacher Meggan Laijas Teacher Karissa Jarzombek Counselor	District-Level Personnel: David Vinson Superintendent Jackie Kutac Chairman Sandra Galinzoga Elected Member Pam Ray Elected Member
Alternative: Bud Box Principal Anne Conn Teacher Nancy Puckett Aide (Non-Teaching Professional)	Parents: Members: Wendy Middleton Delaine Carvajal Business Members: Karen Cooper Megan Rotter Community Members: Bonnie Rice Olga Alvarez Joe and Claryce Holcombe Laurie Miller

District Budgetary Resources 2007-2008

Funding Source	Revenue \$
Regular State Aid	\$12,309,610
Local Tax Revenue	\$7,427,697
Career/Technology Block Grant	\$685,056
Gifted/Talented (GT) Block Grant	\$65,425
State Compensatory Education (SCE)	\$1,266,373
Bilingual Education Block Grant	\$34,623
Technology Allotment	\$94,702
Federal Special Education – Individuals with Disabilities Act (IDEA)	\$677,176
<i>No Child Left Behind (NCLB):</i> Title I, Part A – Improving Basic Programs	\$752,037
<i>NCLB - Title II, Part A – Teacher/Principal Training and Recruiting (TPTR)</i>	\$228,115

Funding Source	Revenue \$
<i>NCLB - Title II, Part D – Enhancing Education Through Technology</i>	\$7,705
<i>NCLB - Title III, Part A – Programs for Limited English Proficient (LEP) Students</i>	\$12,697
<i>NCLB - Title IV, Part A - Safe and Drug Free School & Communities (SDFSC)</i>	\$14,695
<i>NCLB - Title V, Part A - Innovative Programs</i>	\$3,570
Accelerated Reading & Math	\$78,970
Pre-K and Kindergarten Expansion Grant	\$153,970
Career/Technology Education (CATE) Federal Grant Carl Perkins Act, Title I, Part C	\$47,909
Character Education Grant	\$279,083
Special Education Block Grant	\$1,893,026

STATE COMPENSATORY EDUCATION/SUPPLEMENTAL STAFF					
<i>ASSIGNMENT</i>	<i>PERSONNEL IN FTEs (Full Time Equivalent)</i>				
	<i>Teachers</i>	<i>Paraprofessionals</i>	<i>Professional Support</i>	<i>Total</i>	<i>Budget Allotment (\$)</i>
<i>District</i>			4.0	4.0	\$250,517
<i>High School</i>	1.21			1.21	\$122,809
<i>Middle *</i>	.43	4.0		4.43	\$57,292
<i>Elementary *</i>	3.0	3.0		6.0	\$215,504
<i>Primary *</i>	1.0	3.0		4.0	\$99,939
<i>Early Childhood *</i>					
<i>Alternative Ed. Program</i>	3.0	1.0		4.0	\$168,000
<i>Choices Program</i>	1.0	1.0		2.0	\$80,000
<i>JJAEP Program</i>	1.0			1.0	\$40,000

* Denotes School-Wide Title Campuses

FISD Assessment Performance Academic Excellence Indicator System (AEIS)

	TEA '08 Standard for Academically Acceptable	TEA'08 Standard for Recognized	TEA '08 Standard for Exemplary	FISD '07 % Passing	Goal for 2008
Reading/English Language Arts					
• All Students	70%	75%	90%	88%	90%
• African American	70%	75%	90%	93%	93%
• Hispanic	70%	75%	90%	86%	88%
• White	70%	75%	90%	92%	92%
• Economically Disadvantaged	70%	75%	90%	83%	85%
Mathematics					
• All Students	50%	75%	90%	77%	79%
• African American	50%	75%	90%	73%	75%
• Hispanic	50%	75%	90%	72%	75%
• White	50%	75%	90%	84%	86%
• Economically Disadvantaged	50%	75%	90%	72%	75%
Writing					
• All Students	65%	75%	90%	95%	95%
• African American	65%	75%	90%	100%	100%
• Hispanic	65%	75%	90%	94%	94%
• White	65%	75%	90%	95%	95%
• Economically Disadvantaged	65%	75%	90%	92%	92%
Social Studies					
• All Students	65%	75%	90%	89%	90%
• African American	65%	75%	90%	94%	94%
• Hispanic	65%	75%	90%	85%	87%
• White	65%	75%	90%	93%	93%
• Economically Disadvantaged	65%	75%	90%	85%	87%
Science					
• All Students	45%	75%	90%	70%	75%
• African American	45%	75%	90%	87%	89%
• Hispanic	45%	75%	90%	61%	75%
• White	45%	75%	90%	81%	83%
• Economically Disadvantaged	45%	75%	90%	63%	75%

Other AEIS Indicators

	TEA '08 Standard for Academically Acceptable	TEA '08 Standard for Recognized	TEA '08 Standard for Exemplary	FISD Rate Reported in '07	Goal for 2008
Completion Rate	75%	85%	95%	93.0%	94%
Dropout Rate	1.0%	.70%	.20%	.50%	.40%

Adequate Yearly Progress (AYP)

	Federal '08 Standard for Meets AYP	FISD '07 % Passing	Goal for 2008
Reading/English Language Arts			
• All Students	60%	86%	88%
• African American	60%	89%	91%
• Hispanic	60%	83%	85%
• White	60%	90%	92%
• Economically Disadvantaged	60%	81%	83%
• Special Education	60%	61%	65%
• Limited English Proficient	60%	76%	80%
Mathematics			
• All Students	50%	80%	82%
• African American	50%	74%	76%
• Hispanic	50%	75%	77%
• White	50%	86%	88%
• Economically Disadvantaged	50%	76%	78%
• Special Education	50%	68%	70%
• Limited English Proficient	50%	76%	78%
Graduation Rate	70%	86.6%	90%

Plan for District Improvement

Long Range Goal: Floresville ISD will meet the requirements in all academic areas to qualify as a TEA Recognized School District by 2008, and to qualify as a TEA Exemplary School District by 2010.

Annual Goal I: District students will meet high standards of academic achievement in all areas of accountability: Texas Academic Excellence Indicator System (AEIS) and federal Adequate Yearly Progress (AYP) indicators, (as indicated in the goals on pages 8 and 9)

District Objective 1: All populations (All Students, Hispanic, White, African American, and Economically Disadvantaged, Limited English Proficient) will increase performance in all academic areas assessed by the Texas Assessment of Knowledge and Skills (TAKS)

District Objective 2: The percent of students with disabilities (Special Education) participating and meeting the mastery standard on the TAKS will increase

District Objective 3: The percent of Limited English Proficient (LEP) students who demonstrate growth on the Texas English Language Proficiency Assessment System (TELPAS) will increase

***Note Concerning Strategies and Activities:**

The staff at the central office will provide coordination, support, and monitoring of all initiatives as delineated in the following tables. The actual implementation of many of the initiatives is the responsibility of the campuses and should be reflected in the campus plans.

Annual Goal I: District students will meet high standards of achievement in all areas of accountability

Strategies and Activities	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
1. Coordinate the completion of a scope and sequence for core content areas correlated with TEKS and TAKS (and the addition of GT extensions when appropriate)	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	David Vinson Judy Feuge Paige Fuller Mary Anne Barber Sandra Galinzoga Pam Ray Jackie Kutac	Completion of first semester and second semester scope and sequence documents according to specified timelines	Completion of the scope and sequence documents by Summer 2008
2. Coordinate the completion of checkpoint assessments correlated with the district scope and sequence, TEKS, and TAKS	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	David Vinson Judy Feuge Mary Anne Barber Sandra Galinzoga Pam Ray	Administration, scoring, and disaggregation of checkpoint results according to the specified timelines	Analysis to determine whether checkpoints were appropriate preparation and predictors of scores on the TAKS-June 2008
3. Determine whether the scope and sequence is being implemented as indicated by data from checkpoint assessments	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	David Vinson Mary Anne Barber Judy Feuge Sandra Galinzoga Pam Ray Paige Fuller Jackie Kutac	-Review of checkpoint questions and relating test items to the scope and sequence, TAKS, and TEKS -Review of checkpoint results with principals according to the specified timelines	Review of summative report on checkpoint results with principals- June 2008
4. Monitor the process for adjusting curriculum and strategies based on data disaggregation	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	David Vinson Mary Anne Barber Judy Feuge Sandra Galinzoga Pam Ray	-Review checkpoint results according to specified timeline -Review campus plans concerning adjustments in instruction	Student performance on assessments - Summer, 2008

Annual Goal I cont: District students will meet high standards of achievement in all areas of accountability

Strategies and Activities	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
5. Assist campuses in the evaluation, selection, and implementation of peer-reviewed, research-based instructional programming	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	Paige Fuller Mary Anne Barber Judy Feuge Sandra Galinzoga Pam Ray Melissa Ramos	Feedback from campus staffs concerning the apparent validity of the programs selected	Review of test results to determine if programs were effective in preparing students for the tests- Summer 2008
6. Provide staff development concerning data analysis, disaggregation, and identification of instructional skill deficits so that teachers are able to design appropriate instruction to meet students' needs	-Local/state funding and block grants -Special Education Block Grant -No Child Left Behind -State Compensatory Education funding	Jackie Kutac Mary Anne Barber Judy Feuge Paige Fuller Melissa Ramos Sandra Galinzoga Pam Ray	Teacher evaluations of staff development	Performance of students on assessments as an indicator of the effectiveness of current instructional strategies- June 2008
7. Provide a process so that Individualized Education Plans (IEPs) reflect appropriate goals to remediate skill deficits determined on TAKS	-Special Education Block Grant -IDEA funding	Paige Fuller Campus Principals Special Education Staff	Review of goals at Admission, Review, and Dismissal committee meetings	Performance of students with disabilities (Special Education) on assessments-June 2008

Annual Goal I cont: District students will meet high standards of achievement in all areas of accountability

Strategies and Activities	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
8. Develop strategies to address the needs of students with Limited English Proficiency through a LEP Review	-Bilingual/ESL Block Grant -Title III of NCLB grant funding -State and local allotment	David Vinson Jackie Kutac	-Develop goals based on LEP Review -Provide staff development -Implementation of Student Plan for Acceleration	Student performance on assessments-June 2008
9 Develop strategies to address the needs of students taking math and science courses	State and Local funds	David Vinson Pam Ray Sandra Galinzoga	-Hiring of math and science coordinators -Implementation of additional math/science strategies	Student performance on assessments-June 2008
10. Provide mentoring program for new teachers to retain Highly Qualified teachers	No Child Left Behind	Jan Schellhase	-Classroom visits -Survey of new teachers	Retention rate of first and second year teachers-July 2008

Annual Goal II: Students will be prepared for Post-Secondary options including the workforce, college/university, and vocational /technical training opportunities

District Objective 1: The percent of students demonstrating college readiness as illustrated on Exit Level TAKS will increase from 34% to 40% in ELA and 44% to 50% in Math

District Objective 2: The number of students completing certifications for workforce skills (CTE) will increase from 103 to 120

District Objective 3: The percent of students meeting criterion for ACT (24)/SAT (1110) will increase from 15% to 20%

Strategies and Activities	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
1. Provide computers, classroom space, and personnel for dual credit classes	Local/state funding	David Vinson Melissa Ramos	Number of students completing fall courses	The number of students taking dual credit courses-June 2008
2. Provide resources for testing preparation, remediation and tutorials	-Local/state funding -Compensatory Education funding	Mary Anne Barber Judy Feuge Sandra Galinzoga Pam Ray	-Scores of re-testers -Number of students attending classes and tutorials	-TAKS Exit Level scores -Percent of students meeting the Texas Higher Education Coordinating Board Readiness standard 2008
3. Provide Nova Net at FHS and at Choices	-Local/state funding and block grants -Compensatory Education funding	David Vinson Sherri Bays Bud Box Campus Counselors	-Number of students using Nova Net -Number of credits earned at mid-term	-Number of students graduating in 4 years-Summer 2008 -Drop out rate
4. Provide College Board training for Pre AP & AP teachers	-Local/state funding and block grants	Jackie Kutac Jacque Baker Sherri Bays	Number of teachers participating in training	Number of students obtaining a score of 3 or better on AP exams-June 2008
5. Provide challenging curriculum to GT students to increase TAKS scores in the commended range	-Local/state funding -GT Block Grant	Jackie Kutac GT/Pre AP/AP Teachers	Review of checkpoint results	GT student performance on TAKS – June 2008

Annual Goal II cont: Students will be prepared for Post-Secondary options including the workforce, college/university, and vocational /technical training opportunities

Strategy/Activity	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
6. Require that all students in 10th grade take the Preliminary Scholastic Aptitude Test (PSAT)	Local/state funding and block grants	Sherri Bays Cindy Sawers	Registration, completion of schedule, payment of fees	PSAT results January, 2008
7. Provide funding so that all students taking AP courses are required to take the AP exams	Local/state funding and block grants	David Vinson Ken Barber	Registration, completion of schedule, payment of fees	AP exam results July, 2008
8. Increase options within the District for certifications for workforce skills	-Local/state funding and block grants -Carl Perkins grant	Sherri Bays Marie Maierhofer	-Requirements for certifications -Administration of tests as appropriate	Number and variety of certifications received by students- June 2008
9. Improve process of selecting appropriate assessments for students in Special Education	-Local/state funding and block grants -IDEA-B grant	David Vinson Paige Fuller Mary Anne Barber	Training of Admission, Review, Dismissal committees	TAKS results for students in CTE courses who are also in special education-June 2008
10. Ensure appropriate certification for Early College/Technology Center instructors	Local/state/federal funding	David Vinson Judy Feuge Marie Maierhofer	Identify staff training needs	Number of staff receiving training for Early College/Technology Center
11. Provide support for teachers concerning instructional strategies for preparing students for TAKS	Local/state funding and block grants	Pam Ray Sandra Galinzoga Judy Feuge Mary Anne Barber	Meetings with teachers to determine appropriate instructional strategies	TAKS results June 2008
12. Provide information for college admissions and financial aid including TEXAS and Teach for Texas	Local/state funding and block grants	David Vinson Cindy Sawers	-Orientation meetings for 8th graders -Flyers -College prep class/software	Number of students attending college and receiving financial aid-Summer 2008

Annual Goal III: Staff, Students, Parents, and Community Members will Build a Community of Character

District Objective 1: Provide open communications by increasing the number of parents/community members participating in character education training from 23 to 50

District Objective 2: Provide safe campuses that are crime and drug free as evidenced by having the number of incidences involving the possession of weapons and of controlled substances be 0 on the PEIMS 425 Report

District Objective 3: Provide added opportunities for students to exhibit good character as evidenced by an increase in the number of service learning/community service hours from 1883 to 2000

Strategy/Activity	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
1. Continue to use and improve the district website with information for staff, parents, and community	Local/state funding and block grants	David Vinson Melissa Ramos	Feedback from staff, parents, and community members	Assessment of number of people using the website, summary of comments-May 2008
2. Provide a liaison to parents to encourage and support involvement in school activities	-Local/state funding and block grants -No Child Left Behind	Jo Ann Brechtel Ben Reed	-Agendas of meetings -Activity reports submitted monthly -Volunteer sign-in sheets	Summary report on parent activities-June 2008
3. Provide support for Red Ribbon Week and staff training on drugs and gangs	-No Child Left Behind -Center for Safe Communities & Schools	Jackie Kutac Safe and Drug Free Committee	Meeting sign-in sheets	PEIMS 425 Report results
4. Ensure that information is provided to students and parents in a timely manner concerning curriculum and program choices	Local/state funding and block grants	Sherri Bays Jacquelyn Baker Campus Counselors	-Inquiries about program choices -Number of schedule changes at midterm	-Report on number and nature of schedule changes -Students attending summer school -Students graduating in 4 years-June 2008

Annual Goal III. cont. Staff, Students, Parents, and Community Members will Build a Community of Character

Strategy/Activity	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
5. Provide a positive learning environment for students and teachers through FISH philosophy implementation	-Local/state funding -Donations	David Vinson Jan Schellhase	-Feedback concerning positive interactions at school functions and in school facilities -Fish committees at each campus	Retention of faculty
6. Provide classes that teach the virtues of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship	-Local/state funding -Title IV funds -Character Education Grant	David Vinson Jackie Kutac	-Class schedules -Class activities	Grant evaluation procedures as approved in federal grant
7. Provide opportunities to promote character education to students in extra curricular programs	-Local/state funding -Character Education Grant	David Vinson John Baker Jim Cathey	Number of students participating from various organizations/programs	Report on the number of community service hours
8. Provide Service-Learning classes at the Middle School and High School	Character Education Grant	David Vinson Jackie Kutac Leanne Marshall Stefanie Moore Annette Wong	-Number of students in classes -Products developed from service learning projects	Portfolios developed from service learning projects
9. Provide open communications with parents through district-level parent meetings/trainings	-Local Funds -Character Education Grant	David Vinson Jackie Kutac Leanne Marshall JoAnn Brechtel	Sign-in sheets	Grant evaluation procedures as approved in federal grant

Annual Goal IV: Integrate technology to improve learning

District Objective 1: 100% of FISD teachers will create two NEW LoTi lessons and teach the two LoTi lessons created OR create one NEW LoTi lesson and teach the newly created LoTi lesson *and* the teacher will teach a Character Education LoTi Lesson that has been previously created (These lessons are posted on the Character Website)

District Objective 2: 100% of FISD teachers will have a HEAT walk-through performed by their designated evaluator

Strategy/Activity	Budgetary Resources	Persons Responsible	Formative Evaluation	Summative Evaluation
1. Principals will conduct a minimum of one walk-through per teacher	Local/state funding	David Vinson Melissa Ramos	HEAT walk-through training sign-in	Walk-through documentation
2. Staff will utilize laptop computers and carts to enhance the infusion of technology into the classroom	-Local/state funding -No Child Left Behind	David Vinson Melissa Ramos Campus principals	Purchase orders and distribution plans Sign out records	-LoTi lessons observed by principals -LoTi leader observations May 2008
3. LoTi lessons will be submitted and evaluated to determine level	-Local/state funding -No Child Left Behind	Melissa Ramos	Lessons submitted according to timelines specified	-Lesson plans submitted -Evaluations completed -Levels assessed
4. Campus staff will be trained to provide LoTi support at the campuses	-Local/state funding -No Child Left Behind	Melissa Ramos	Sign in and agendas for training sessions	Evaluation documentation of training sessions-June 2008
5. The Technology Plan, which addresses the Texas Long Range Plan for Technology, will be implemented and evaluated	Local/state funding	Melissa Ramos	-LoTi lessons -Computer usage	Evaluation of Technology Plan in June 2008
6. Staff development will be provided to teachers on the use of technology to improve student academic performance	Local/state funding	David Vinson Melissa Ramos Campus principals LoTi Leaders	-Schedule of training -LoTi self assessments -Computer usage	TAKS results June 008